



San Francisco Bay Area
Federal Executive Board



Program Handbook

for the

Leadership Development Program

REVISED FEBRUARY 2015

This handbook has been created for the Leadership Development Program (LDP) Associates, and has been revised by program Associates over time. It provides a “welcome” note from the program director, describes the program requirements, and provides templates and other resources for completing these requirements. Additional references and resources, such as lists of leadership training resources, recommended books on leadership, and past Federal Executive Board-related external projects completed by LDP Associates may be found on the LDP website at <https://sffeb.us>. The purpose of this handbook is to serve as a guide for Associates in the LDP. Other information, such as background about the LDP or the Federal Executive Board, or information on how to apply to become an Associate, may be found on the LDP website.

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I. WELCOME TO THE SAN FRANCISCO BAY AREA FEDERAL EXECUTIVE BOARD'S LEADERSHIP DEVELOPMENT PROGRAM

A Message from Andrew Adelman, Past Program Director & Committee Chair, San Francisco Bay Area's Federal Executive Board, Leadership Development Program:

The Bay Area Federal Executive Board's Leadership Development Program (FEB LDP) was developed 23 years ago out of a need to develop a diverse pool of future leaders among Bay Area agencies. These leaders - dedicated to public service and equipped with leadership competencies - will guide the federal sector through the challenges in changing public needs and expectations of government service in the 21st century.

In our innovative program, Associates participate in required activities and projects designed to develop their leadership competencies, such as critical thinking, informed decision-making, managing diversity, team building, planning and evaluating, effective written and oral communication, flexibility, and vision. The cross-agency structure provides the opportunity to develop leadership skills by working with other colleagues and federal executives.

Above all, this program is self-directed, requiring initiative and cooperation. It provides an opportunity to individualize learning, while enhancing skills and achieving results in one's current position, as well as launching future aspirations.

By broadening your professional commitment to include the FEB LDP, you have taken the first step to becoming a better leader.

Good luck!

- Andy

QUOTATIONS ON LEADERSHIP

Leadership and learning are indispensable to each other.

- *John F. Kennedy*

Communication - the human connection - is the key to personal and career success.

- *Paul J. Meyer*

The things we fear most in organizations-fluctuations, disturbances, imbalances-are the primary sources of creativity.

- *Margaret J. Wheatley*

A very great vision is needed and the man who has it must follow it as the eagle seeks the deepest blue of the sky.

- *Crazy Horse*

There are two kinds of people, those who do the work and those who take the credit. Try to be in the first group; there is less competition there.

- *Indira Gandhi*

He who is not courageous enough to take risks will accomplish nothing in life.

- *Muhammad Ali*

A genuine leader is not a searcher for consensus but a molder of consensus.

- *Martin Luther King, Jr.*

Leadership should be born out of the understanding of the needs of those who would be affected by it.

- *Marian Anderson*

A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go, but ought to be.

- *Rosalynn Carter*

Great leaders are almost always great simplifiers, who can cut through argument, debate and doubt, to offer a solution everybody can understand.

- *Colin Powell*

II. THE SAN FRANCISCO BAY AREA FEDERAL EXECUTIVE BOARD'S LEADERSHIP DEVELOPMENT PROGRAM REQUIREMENTS & CHECKLIST

There are a number of program requirements each LDP Associate must complete prior to graduation. When considering how to fulfill these requirements, LDP Associates should start by reviewing the 23 leadership competencies (identified in Section III of this handbook) and select two or three to focus on over the course of the program. Program requirements are then fulfilled by selecting activities that allow the Associate to develop and practice these core competencies.

Associates may also be directed toward certain competencies through use of the Office of Personnel Management (OPM) Leadership Profiler self-assessment tool. This is a personality-based assessment specifically designed for federal leaders and includes an individual feedback session with an OPM psychologist. Feedback from the Profiler provides the Associates with an assessment of where they are at the start of the program, and identifies areas to further develop.

In addition to completing the Leadership Profiler and selecting two to three core competencies to develop, Associates create an Individual Development Plan (IDP) soon after joining the program. An LDP summarizes the Associate's vision and mission for their time in the program, lists the core competencies being developed, and lays out timeframes for completing program requirements. Elements of an IDP and a sample template are presented later in this handbook.

As an LDP Associate, you are required to take the Leadership Profiler and develop your IDP, as well as attend LDP orientation, 80% of the LDP meetings over two years, and attend two FEB Board of Directors' meetings. You will read two leadership books, attend three days of leadership-related training, shadow two executives, and complete two projects over the two years.

During LDP meetings, Associates present proposed projects to receive feedback, and share summaries of completed requirements. To foster interactions with your fellow Associates, one of the two book reports must be coordinated with at least one other Associate (i.e., presented as a group book report). Report-outs on trainings or board meetings attended by more than one Associate should also be given jointly. Regardless of whether you are reporting out individually or with a group, you are required to create and submit your own one-page write-up for each requirement and present it to the LDP chair for approval. The write-up should not simply summarize what the Associate experienced or read, but instead focus on what the Associate learned, any tools or take-aways, and list the core competencies addressed. By the end of the program, you will have a binder of approved write-ups, which you will review with the program chair prior to graduation from the program.

The LDP consistently attracts intelligent, motivated individuals from all parts of the federal government. While the program requirements provide tools to improve your leadership skills, Associates are encouraged to take advantage of the connections made within the program and opportunities afforded through participation in the program.

LEADERSHIP DEVELOPMENT PROGRAM REQUIREMENTS CHECKLIST*

Program Requirement (Title, if applicable)	Completion Date	Program Chair Signature
Orientation Day		
Leadership Profiler Self-Assessment		
Individual Development Plan - to be completed no later than the 3 rd LDP meeting		
Book Report 1 – Individual presentation & write-up - prior to reading, send book/article review to Program Chair for book/article selection approval		
Book Report 2 – Group presentation, Individual write-up - prior to reading, send book/article review to Program Chair for book/article selection approval		
Internal Shadowing Assignment - Select a leader, division director or higher, within your agency to shadow for a day. Shadowing should include participation in all the leader's daily events (subject to security restrictions), observation of the leader's organization, interactions, priorities and other characteristics; and discussion of leadership approach and philosophy. This requirement may also be fulfilled by doing a 2 nd external shadow, instead of 1 external shadow and 1 internal.		
External Shadowing Assignment - Similar to Internal Shadowing, but select a leader external to your own agency. This can include other Federal agencies, or leaders from the corporate world, nonprofits, education, etc., with advance approval from the Program Chair. If the person to be shadowed is not in an obvious leadership position (CEO, CFO, Major, etc.), advance approval from the Program Chair is required, and the response approval email needs to be included in the Associate's Portfolio.		
Internal Project Proposal - This is an opportunity to make something happen in your own agency. The internal project can involve changing an existing process or program, or creating something new. The only requirement is that Associate take a leadership role in the project and initiate the project (i.e., it cannot be something your supervisor assigns to you). Submission of a one-page project proposal, subject to approval, and a one-page report on project completion, are required.		
Internal Project Report - To be presented upon completion of your internal project.		
External Project Proposal - Similar to the internal project, the external project requires Associates to take a leadership role in a project or event external to your agency. An approved proposal is required for this project as well as the project completion report.		
External Project Report - To be presented upon completion of your external project.		

LEADERSHIP DEVELOPMENT PROGRAM REQUIREMENTS CHECKLIST (CONT'D)*

Formal Leadership Training (enter event title and dates)

- Associates are required to attend a minimum of three days of formal leadership training. This can be accomplished by attendance of a single seminar of three or more days or by combining shorter training sessions. FEB arranges for some leadership training annually.

	• Day 1		
	• Day 2		
	• Day 3		

LDP Meeting Attendance (80% or 18 meetings over 2 year program)- Enter Meeting Dates

1	2	2	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18

FEB Board Meeting Attendance

- The FEB Board of Directors meets monthly in the new San Francisco Federal Building. Attendance is required at two Board meetings, one per program year is suggested. Members may attend additional Board meetings to network with Board of Directors members and FEB members, or to hear presentations and cross-agency concerns.

○ FEB Board Meeting 1 Date:		
○ FEB Board Meeting 2 Date:		

Portfolio with Final Review

- During the program, Associates create a personal portfolio of all program requirement reports, meeting notes, and any other useful information from the program. Upon completion of all requirements, a Portfolio Review is conducted at the Associate's work place with the Program Chair. The Portfolio creates a lasting resource for the graduate.

*If Associates are participating in a different course during their two years in the LDP (e.g., graduate studies, a different leadership program), they may consult with the Program Chair to see if activities completed under the other course may be counted toward meeting LDP requirements.

Note: The LDP Handbook contains additional information about Executive Core Competencies as well as IDP guidance and a template. Additional references and resources, such as lists of leadership training resources, recommended books on leadership, and past Federal Executive Board-related external projects completed by LDP Associates may be found on the LDP website at <https://sffeb.us>.

III. CORE LEADERSHIP COMPETENCIES

The Leadership Development Program is designed in part to encourage growth in the areas that the United States Office of Personnel Management (OPM) has defined as “**Competencies**.”

OPM has identified 23 Competencies, each falling under the rubric of one of OPM’s five Executive Core Qualifications (ECQs), which define the competencies needed to build a federal corporate culture that drives for results, serves customers, and builds successful teams and coalitions within and outside the organization. The Executive Core Qualifications are required for entry to the Senior Executive Service and are used by many departments and agencies in selection, performance management, and leadership development for management and executive positions. The ECQs were designed to assess executive experience and potential-not technical expertise. Successful performance in the SES requires competence in each ECQ. The ECQs are interdependent; successful executives bring all five to bear when providing service to the Nation. Announcements of individual SES vacancies and SES Candidate Development Programs (CDPs) generally include the ECQs. [OPM's Guide to the Senior Executive Service Qualifications \(PDF file\)](#) [940 KB] provides detailed information on the Executive Core Qualifications.

The following table presents the five ECQs as well as the Competencies that OPM has identified as falling under each ECQ. The table also notes the fundamental competencies, which will be explained later in this document.

In designing your own Individual Development Plan (IDP), you should identify two or three of the 23 Competencies that will be addressed during your time as an LDP Associate.

In addition, in completing all of your LDP program requirements, be sure that you identify the Competencies addressed both in the conceptualization of the program requirements and in your written report regarding each of the program requirements. Please note that it is expected that each written report will identify the Competencies addressed during the completion of the requirement.

Source: www.opm.gov/ses/references/GuidetoSESQuals_2010.pdf

The Five Executive Core Qualifications (ECQs)

1. Leading Change	2. Leading People	3. Results Driven	4. Business Acumen	5. Building Coalitions
This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment.	This core qualification involves the ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.	This core qualification involves the ability to meet organizational goals and customer expectations. Inherent to this ECQ is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.	This core qualification involves the ability to manage human, financial, and information resources strategically.	This core qualification involves the ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals.

The 23 Competencies¹

<ul style="list-style-type: none"> - Creativity and Innovation - External Awareness - Flexibility - Resilience - Strategic Thinking - Vision 	<ul style="list-style-type: none"> - Conflict Management - Leveraging Diversity - Developing Others - Team Building 	<ul style="list-style-type: none"> - Accountability - Customer Service - Decisiveness - Entrepreneurship - Problem Solving - Technical Credibility 	<ul style="list-style-type: none"> - Financial Management - Human Capital Management - Technology Management 	<ul style="list-style-type: none"> - Partnering - Political Savvy - Influencing/Negotiating
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Fundamental Competencies²: *Interpersonal Skills, Oral Communication, Integrity/Honesty, Written Communication, Continual Learning, Public Service Motivation.*

¹In the table, competencies are listed below the individual Executive Core Qualification the competency is associated with. Definitions of each of the 23 competencies are described below. LDP Associates select two to three of the 23 competencies to develop during the program.

²These Fundamental Competencies are further described below.

Descriptions of the 23 Competencies

1. Competencies Associated with ECQ “Leading Change”:

Creativity and Innovation – Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.

External Awareness – Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders’ views; is aware of the organization’s impact on the external environment.

Flexibility – Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.

Resilience – Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.

Strategic Thinking – Formulates objectives and priorities, and implements plans consistent with long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.

Vision – Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action.

2. Competencies Associated with ECQ “Leading People”:

Conflict Management – Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

Leveraging Diversity – Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

Developing Others – Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

Team Building – Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

3. Competencies Associated with ECQ “Results Driven”:

Accountability – Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

Customer Service – Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.

Decisiveness – Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.

Entrepreneurship – Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

Problem Solving – Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.

Technical Credibility – Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

4. Competencies Associated with ECQ “Business Acumen”:

Financial Management – Understands the organization’s financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.

Human Capital Management – Builds and manages the workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations.

Technology Management – Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.

5. Competencies Associated with ECQ “Building Coalitions”:

Partnering – Develops networks and builds alliances, collaborates across boundaries to build strategic relationships and achieve common goals.

Political Savvy – Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.

Influencing/Negotiating – Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.

Fundamental Competencies

While the five ECQs are used to assess qualification for the federal government's Senior Executive Service (SES), these ECQs-- plus the 23 competencies relevant to each of the five—are coupled with the following six “fundamental competencies” that apply globally and can be used as guidance for any higher-level federal leadership development program. These six Fundamental Competencies are not to be confused with the 23 competencies identified above, but should be kept in mind during your time as an LDP Associate.

Competencies are the personal and professional attributes that are critical to successful performance in the SES. **The six fundamental competencies are the attributes that serve as the foundation for each of the Executive Core Qualifications.** Experience and training that strengthen and demonstrate the competencies will enhance a candidate's overall qualifications for the SES.

Interpersonal Skills Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.

Oral Communication Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.

Integrity/Honesty Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.

Written Communication Writes in a clear, concise, organized, and convincing manner for the intended audience.

Continual Learning Assesses and recognizes own strengths and weaknesses; pursues self-development.

Public Service Motivation Shows a commitment to serve the public. Ensures that actions meet public needs; aligns organizational objectives and practices with public interests.

Source: U.S. Office of Personnel Management
1900 E Street, NW, Washington, DC 20415
www.opm.gov

IV. INDIVIDUAL DEVELOPMENT PLAN GUIDANCE

An individual development plan (IDP) is a tool to assist employees in career and personal development. Its primary purpose is to help employees reach short and long-term career goals, as well as improve current job performance. An IDP is not a performance evaluation tool or a one-time activity. When completed on the job, it should be looked at like a partnership between the employee and the supervisor. It involves preparation and continuous feedback. Many agencies require IDPs for new and current employees. It is encouraged throughout many organizations. Many Federal agencies require their employees to complete an IDP, annually. All Senior Executives are required to have an Executive Development Plan (EDP) (5 CFR 412.401).

Individual development planning benefits an organization by aligning employee training and development efforts with its mission, goals, and objectives. When using an IDP, supervisors develop a better understanding of their employees' professional goals, strengths, and development needs resulting in more realistic staff and development plans. Employees take personal responsibility and accountability for their career development, acquiring or enhancing the skills they need to stay current in required skills. Some of the benefits of an IDP are:

- Provide an administrative mechanism for identifying and tracking development needs and plans
- Assist in planning for the agency's training and development requirements
- Align employee training and development efforts with its mission, goals, and objectives

There are no government-wide regulatory requirements mandating employees to complete IDPs, outside of the SES program. However, it is considered good management practice, and many agencies have developed their own IDP planning process and forms. **While there is no one "correct" form for recording an employee's development plan, an effective plan should include, at minimum, the following key elements:**

- **Employee profile** - name, position title, office, grade/pay band
- **Career goals** - short-term and long-term goals with estimated and actual completion dates
- **Development objectives** - linked to work unit mission/goals/objectives and employee's development needs and objectives
- **Training and development opportunities** – activities the employee will pursue with estimated and actual completion dates. These may include formal classroom training, web-based training, rotational assignments, shadowing assignments, on-the-job training, self-study programs, and professional conferences/seminars.
- **Signatures** – The LDP Chair and Associate sign and date

How do you go about developing an IDP?

The IDP process typically requires communication and interaction between the supervisor and employee to include the organization's performance management needs. It involves five phases:

1. **Pre-Planning** – supervisor/mentor/coach and employee prepare independently for meeting
2. **Employee/Supervisor(or mentor or coach) Meeting** - discuss employee strengths, areas for improvement, interests, goals, and organizational requirements
3. **Prepare IDP** - employee, in consultation with supervisor/mentor/coach, completes plan for individual development
4. **Implement Plan** - employee pursues training and development identified in plan
5. **Evaluate Outcomes** - supervisor/mentor/coach and employee evaluate usefulness of training and development experiences

Supervisors/mentors/coaches and employees work together to complete the employee's development plan, however, employees are ultimately responsible for taking the initiative for their professional development. Below are examples of activities one may utilize for further development and incorporate into their plan:

- **Formal Training** - OPM offers formal training at its Management Development Centers and Federal Executive Institute <https://www.leadership.opm.gov/>. There are also other formal training centers available to employees outside OPM.
- **360 Degree Feedback** - 360-degree feedback is a widely used method and tool to assist in identifying strengths and developmental needs. OPM offers 360 degree survey services. <http://www.opm.gov/surveys/services/leadership360.asp> as do other organizations.
- **Mentoring and Coaching** - mentoring and coaching are effective tools for personal and leadership development. For more information, go to OPM's Mentoring-and-Coaching. <http://www.opm.gov/wiki/training/Mentoring-and-Coaching/Print.aspx>
- **Rotational/Detail Assignments** - employees may have the option to participate in details, special/short-term assignments, projects, and other creative ways to expose employees to challenges or otherwise expand their capacity to serve.

How do we complete an IDP for the LDP? Is it different?

There are differences between a typical on-the-job IDP and the IDP you will create for the LDP. Your LDP participation may help you to plan your personal or professional development beyond your current job position. **This LDP program is not designed to address skill-development for your agency's technical skills or competencies, or regulatory knowledge.** For your LDP IDP, you should gather information from many sources:

- review the self-assessment Leadership Profile and feedback and other feedback tools
- seek feedback from your current supervisor about competencies you have, or those you need to develop
- consider seeking the assistance of a mentor if your agency has an established program, an informal mentor, or another person to act as your career advisor or personal goals' coach.
- read the OPM ECQs, or use its online resources (see Section III of this handbook)
- take advantage of training or development opportunities made available through the LDP, your agency, or professional organizations.

Three example IDP templates are presented below – two are specific to the LDP, while the third is a general example from the Department of Labor. Read all three and create an IDP that reflects the elements most relevant for you.

Additional Resources

GovLeaders.org article on "Using IDPs to Leverage Strengths" <http://govleaders.org/idp.htm>

Career Advancement - Federal Employees Career Development Center
<http://fedcareer.info/index.htm>

Source: <http://www.opm.gov/wiki/training/Individual-Development-Plans/Print.aspx>

SAMPLE #1: LDP IDP FORM

Name (Print)			
Date of IDP Completion		LDP Associate Initials	
Dates of IDP Revisions			
LDP Class Years		LDP Chair Initials	

FIRST YEAR

#	COMPETENCY	ACTIVITY (Training, Learning Activity, or Developmental Assignment)	SOURCE	COSTS (Tuition, Travel)	HOURS	DATES PLANNED	
						PLANNED	COMPLETED
1.							
2.							
3.							
4.							
5.							
6.							

SECOND YEAR

#	COMPETENCY	ACTIVITY (Training, Learning Activity, or Developmental Assignment)	SOURCE	COSTS (Tuition, Travel)	HOURS	DATES PLANNED	
						PLANNED	COMPLETED
1.							
2.							
3.							
4.							
5.							
6.							

SAMPLE #2: Leadership Development Program (LDP) - Individual Development Plan

LDP Class of:

Name:

Position Title, Office:

Grade/Step:

Career Goals (with estimated and actual completion dates) -	Short term: _____
	Long term: _____
Development Objectives: _____	
Competencies to develop (3): 1. _____ 2. _____ 3. _____	

Competency Developed	Training & Development Opportunities	Source	Planned Completion Date	Actual Completion Date
	LDP Orientation	LDP		
	Leadership Profiler Self-Assessment	OMP via LDP		
	LDP Individual Development Plan	-		
	Book Report #1 (individual)			
	Book Report #2 (group)			
	Internal Shadowing Assignment			
	External Shadowing Assignment			
	Internal Project Proposal			
	Internal Project Report			

Competency Developed	Training & Development Opportunities	Source	Planned Completion Date	Actual Completion Date
	External Project Proposal			
	External Project Report			
	Formal Leadership Training - Day #1			
	Formal Leadership Training - Day #2			
	Formal Leadership Training - Day #3			
	FEB Board Meeting Attendance #1			
	FEB Board Meeting Attendance #2			
	Final Review of Portfolio			
	LDP Meetings (80%)			

Date of IDP Completion: _____

Dates of IDP Revisions: _____

LDP Participation Dates: _____

Associate Initials: _____

LDP Chair Initials: _____

SAMPLE #3: General IDP example – U.S. Department of Labor.



Individual Development Plan U.S. Department of Labor

Employee Name

Agency

GS Grade

Office Address and Phone No.

Present Position

Date Assigned Present Position

<i>Developmental Goals</i>	<i>Needed Skills</i>	<i>Recommended Plan of Action</i>	<i>State the proposed completion date and cost</i>
To improve my written communication skills	The ability to write reports; use statistics and transitions to achieve the most dramatic effect; avoid clichés, euphemisms, and biased language	<i>Effective Writing</i> , 2 day DOL Instructor-Led Course (DL4514) Office project: Develop examples & templates for the three common office reports	Sept. 29 – 30, 2014, no charge January 31, 2015, no charge
To strengthen my oral communication skills	Learn how to design effective presentations Improve public speaking skills	<i>Effective Presentation Techniques</i> , 2 day DOL Instructor-Led course (LL0003) Attend weekly Toastmasters Meeting held in Regional Office	Oct. 20-21, 2014, no charge Ongoing, through April 2015, \$39.
To enhance my time management skills	Identify and determine priorities, set goals, and use best practices for organization	<i>Beyond Time Management</i> , 1 day Instructor-led course Offered through the local Federal Executive Board	March 28, 2015, \$129.
To gain an ability to use Excel	?	?	?